

EFL LEARNERS' MOTIVATION IN MOBILE ASSISTED LANGUAGE LEARNING

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ABSTRACT

In this modern era, learning English can be done anytime and anywhere using any additional media to support their learning process, as an example is Mobile Assisted Language Learning (MALL) or mobile phone. The use of mobile phone can induce enhanced motivation for learners to learn English. Previous studies have suggested that learning English through mobile phone have a big impact on learners' motivation and behavior. This study attempted to analyze English as a Foreign Language (EFL) first-year learners' motivation regarding to the use of MALL at Faculty of Language and Arts in Universitas Kristen Satya Wacana. The motivation questionnaire was adapted from "The Situational Motivation Scale (SIMS)" by Guay, Vallerand, and Blanchard (2000). The questionnaire was distributed to forty-one learners majoring in English Language Education Program. In collecting the data from the questionnaire, mean and standard deviation of each number were computed and analyzed. Each result had been grouped based on four categories (i.e. intrinsic motivation, identified regulation, external regulation, and amotivation) in Self-determination Theory by Ryan and Deci (2000). The data analysis of the questionnaires indicated that the learners' motivation in learning English through mobile phone were on a moderate level in the three categories (identified regulation, external regulation, and amotivation). Meanwhile, the result indicates that the learners' intrinsic motivation was on a high level.

Key words: *Motivation, Mobile Learning, Motivation in Mobile Learning*